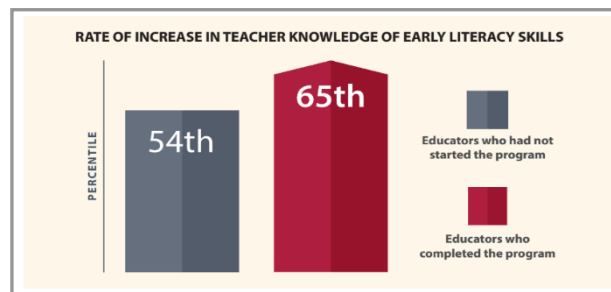


LETRS (Language Essentials for Teachers of Reading and Spelling) Evidence of Impact Narrative

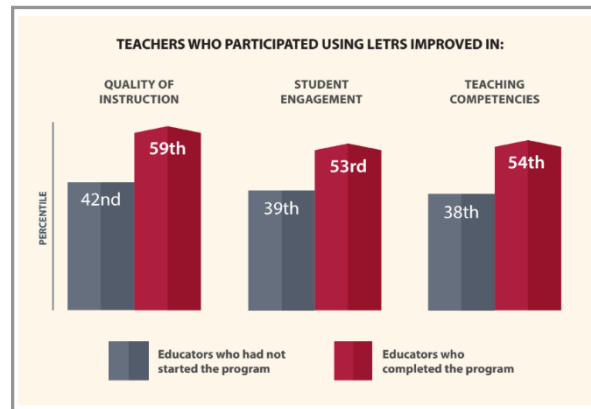
Mississippi Department of Education signed the Literacy-Based Promotion Act into law in 2013, with the goal of having students reading on- or above-grade level by the end of third grade. As part of this initiative, they incorporated the use of professional development, using *LETRS*, and literacy coaching for K–3 teachers. Between 2014 and 2015, the Regional Educational Laboratory Southeast determined two key findings:

1. The increase in teacher knowledge of early literacy skills was found to be associated with the progress educators made in *LETRS* professional development. At the end of the study, educators who had not started the professional development were in the 54th percentile on the Teacher Knowledge of Early Literacy (TKELS) compared to educators who completed the program and who were in the 65th percentile.



Rate of Increase of Teacher Knowledge after LETRS

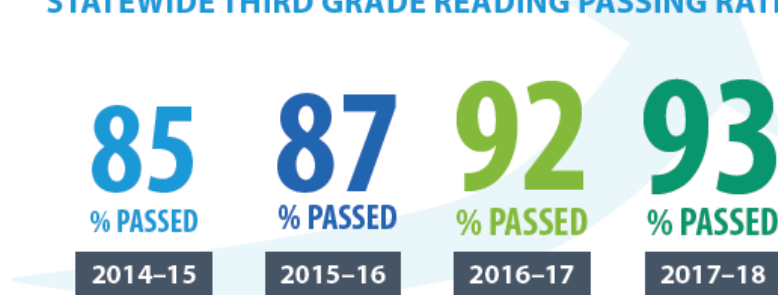
2. Increases in average ratings of quality of instruction, student engagement, and teaching competencies were found to be associated with progress in *LETRS* professional development. At the end of the study, teachers who had not started the professional development were rated in the 42nd percentile for quality of instruction, the 39th percentile for student engagement, and the 38th percentile for teaching competencies. Teachers who completed *LETRS* were rated in the 59th percentile for quality of instruction, the 53rd percentile for student engagement, and the 54th percentile for teaching competencies.



Teacher Improvements after LETRS

Additionally, after four years, Mississippi continues to show dramatic and consistent results as evidenced by student scores on the state's 3rd Grade Reading Summative Assessment. The following results were achieved on students' first attempt taking the assessment.

STATEWIDE THIRD GRADE READING PASSING RATES



These results were achieved on students' first attempts taking the assessment.



Further, the results of the statewide early literacy assessment show Mississippi's kindergarten students made impressive gains. From Spring 2015 to Spring 2016, the percentage of probable or transitional readers rose from 56.5 percent to 64.6 percent.

STATEWIDE KINDERGARTEN READINESS LITERACY RESULTS

